



RESEARCH PAPER**The Speech Repair Strategies: An Analysis of Same Turn Self-Repair (STSR) in an Interview****Dr. Shazia Ayyaz**

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ABSTRACT

The article aims to explore turn repair strategies by the speakers during a conversation. Turn taking is an important aspect of conversation analysis research. Focus of this study is limited to self-repair strategies used by the speakers during conversation. Data for the study is an interview by Joseph Downing, an American painter. The study follows mixed method research that is a combination of quantitative and qualitative analysis. Theoretical background of the study is Zsuzsanna Németh's (2012) idea of self-repair strategies used by the speakers to achieve their interactional goals. The results prove that the speakers use STSR strategies of recycling, restating and replacing while they are involved in interviews and they are facilitated by listeners to use these strategies and to make their speech clear and correct. The study recommends the analysis of self-repair strategies in other conversational contexts for discovering the socio-cultural aspects behind the repair of the speech.

KEYWORDS Interactional Process, Recycling Strategies, Same Turn Self Repair, Self-repair

Introduction

Language is a source of communication which helps the language users to interact with each other. Interaction takes place in two forms that is written and spoken language. Most of the time spoken language is preferred to the written language and considered the basic source of interaction. Written language is limited to the formal settings or special occasions however spoken language is a part of every moment of life of the language users. There are many forms of spoken language use both in the formal and informal settings. In formal settings it takes the form of the discussions, interviews, debates, formal talks and so on while in the informal settings it takes the form of informal conversations regarding day to day life, casual discussion among friends and family, gossips etc. Conversations can be among more than two persons and can be among speakers of different age groups, gender, ethnicity, culture and society. Each type of conversation has specific features which are different in one or the other way from the other type of conversation.

Conversational analysis has become an important method of research it is used in many studies with different hypotheses and objectives. In earlier studies which took conversation as a research method focus on conversations in informal and formal situations among the participants on different topics. Data in the conversation analysis is always important and influences the analysis because it is a data driven approach of research. Later developments in conversational analysis have broadened its view and other types of data like interviews, talk shows, videos and audios of discussions and debates are also taken into account. These developments made conversational analysis an important method in the ethno-methodological tradition of research.

Conversational analysis is not easy to be conducted and it demands skills on the part of the researcher. It also demands the accuracy and careful selection of the data

selected for analysis. Conversation analysis deals with different types of data including audio and video recordings. It is difficult to handle them for analysis on the basis of research questions formed by the researcher so for their convenience they transcribe the conversation data to make it researchable. Transcription rules are formed to make the conversation data objective and for its universality. It is difficult to transcribe videos than audios because in videos there are other aspects of conversation which are influencing the interactional process. These are paralinguistic features of the conversation related to the body moment, gestures and eye gaze. So the researcher not only have to concentrate on the sound but also the movements of the participants. Conversation data is transcribed by keeping in mind all the features of the speech including pauses, breaks, fillers, repetitions and false starts.

There are many aspects of conversation which can be analyzed and studied for the research in the area of conversation analysis.

Conversational Action

Conversational action is related to the opening and closing of the conversations. The researcher who study action they analyze how the conversations are opened maintained and then closed by the participants. It helps them to find out the answer of the question by following different theoretical grounds. Action also is related to other aspects of the conversation like use of questions, story-telling, and compliments. Other important aspects of conversation like repair and turn-taking can also be studied as conversational actions.

Conversational Structure

Conversational structure tells how the conversations are constructed among the speakers. The researcher studies the turn-taking and adjacency pairs in this respect because they are the basis of the conversation structure.

Inter-subjectivity

Inter-subjectivity is the knowledge the participants have about the topic they are discussing or other type of knowledge which they share and that helps them on the interaction. Here the importance of context is necessary to be mentioned because the inter-subjective knowledge is very much influenced by the context of the speakers as well as the conversation.

Turn Taking

Turn talking is related to the speaking turns which change from one to the other speaker during the conversation. There are some rule of turn which are followed by the participants. The researcher study in different data that whether turn-taking rules are followed or not or how turns are taken or retained by the speakers. It also takes into account holding the floor in which only one speaker talks for a long duration and the other participant just responses in the form of gestures or other interactional clues instead of complete utterances.

Adjacency Pairs

Adjacency pair are related to the pairs of utterances said by the participants. It is related to the utterance by a speaker and response by the other. It also have different rules and instances which are studied by the researcher in different theoretical basis.

Repair

Repair is related to the faulty instances of utterances which are said then corrected. It has two aspects self-repair and other repair. In other repair either the speaker does not realize his mistake or he is unable to repair it so the other participant comes forward to help him in repair process. In other words, self-repair is the strategy which is used when in a conversation the speaker utters something which he realizes or the other person feels has some problem so the speaker himself corrects it. Self-repair occurs when the speaker himself realizes the problem in the utterance and corrects it. The type of utterance which is in need of the repair is called the trouble source.

The present study focuses on the repair and describes the instances of self-repair which are found in an interview of a painter. The particular focus of the study is on Same Turn Self-Repair (STSR) which is a type of self-repair in which the speaker repairs his utterance in the same turn or before the other participants take turn. The study examines different types of STSR present in the interview. These are the strategies used by him to repair his utterances before the other party takes any action. These strategies are recycling, replacement and restating of the trouble source.

The present study is designed to find out that how in the speakers overcome the problems with which occur in their utterances in interviews and how different strategies of self-repair help them to do so along with the role of the other participants present as participants of the interview.

Literature Review

Conversation Analysis

Conversation is a familiar predominant type of talk which occurs between two or more participants. It occurs generally outside the specific institutional settings like religious services, law courts, classrooms and other settings (Levinson 1983). Conversations as a data of research came under discussion in the 1960s with Parsons' contribution (1964). Garfinkel (1967) studied it in terms of ethnomethodology by focusing on the participants' own ways of producing and interpreting the conversations.

Conversation analysis as a method was started by Harvey Sacks and his colleagues in the 1960s. The first instance of it was documented in 1964 in the lectures by Sacks (1972, 1992). The later development is on the credit of Goffman who worked on the moral foundation of social interaction and ethnomethodology. He focused on CA which was developed in an intellectual environment shaped by Goffman's work on the moral underpinnings of social interaction. In the later years Sacks started studying real time sequences and orders of the action in conversation which includes the rules, structures and relations between the actions. This was a shift from a socio-scientific enquiry into social interaction. In this way instead of social interaction he focused on the structures of the interaction itself. (Schegloff 1992).

Repair and Repair Types

Schegloff et al. (1977) defines repair as a treatment of the trouble which occurs in spontaneous speech. It is different from the correcting errors of the conversations. In error correction a linguistic form is replaced by the other form which is correct and appropriate but repair is more general in sense (Schegloff 1977). Rieger (2003) defines error correction as the search of a word to replace the erroneous item while repair is the use of fillers, pauses, false starts and repetitions. Repair initiation according to Schegloff (2000) can be repetition, stop or a combination but if it is a repetition it is not always observable.

The aim of repair is to overcome the trouble which is perceived by the speaker (Rieger 2003). The speaker perceives it and then tries to recover it. Gosy (2007) believes that repair is an instance of language which deals with the correction of speech instances which she calls dis-fluencies. According to Gosy (2007) these speech dis-fluencies are interruption which disturb the speech flow and are not responsible to add any type of meaning to the utterances.

There are many types of repairs which are initiated by the speakers. They are called self-initiated repairs. Self-initiated self-turn repairs (SISR) are initiated and performed by the speaker in the same utterance (Rieger, 2003). Same turn self-repair (STSR) is an instance of repair which is related to the speaker, when he realizes some trouble and stops the utterance which is in progress and then redo or restate that utterance Fox et al. (2009). Recycling repair is repeating the trouble item which causes problem in the utterance. Recycling is not simple repetition of the item it may have some changes as well. The speaker may add or delete something (Fox et al. 1996). Repetition or recycling is used as repair strategies by the speakers prominently in self-repairs (Rieger 2003). She explains it as instances of speech which are either linguistic or non-linguistic used repeatedly. The concept of recycling as a self-repair strategy is the repetition that is different form the one used by the speaker to hold the floor or to emphasize the point he utters but it is just a strategy to correct the erroneous instance of speech which occurred during the utterance. This type of strategies come under the heading of same turn self-repair (Rieger 2003).

One of the subtypes of self-repair is same turn self-repair which is started and processed within a single turn which is in progress (Schegloff, Jefferson and Sacks, 1977). In this type of self-repair Replacement is a type of self-repair in which the speaker changes a lexical or non-lexical item with another lexical or non-lexical forms (Mehrabi, 2011). According to Németh (2012) it is related to the replacement of a word or a phrase even a clause to repair the utterance. He has given the idea of pre-recycling and re-articulation as well. According to Schegloff (1977) self-repair functions are four in number which are search for word, substitution, person reference repair and the repair it.

Many studies have been conducted on repair from the end of the last century. Most of the studies are done on English language but studies on the other languages are also there. Most of the studies on repair of conversation focus on the sequence and in the sequence the way sequence of the conversation is organized in the conversation like in the studies of Schegloff, Jefferson and Sacks (1977), Schegloff (1979). Other studies conducted on the research are by Wei (1998), and Fincke (1999) conducted the study in repair, Mehrabi (2010) has done repair study. A study on the repair in the Hungarian language is conducted by Németh (2012) a study on the same grounds is conducted on the Persian language (Mehrabi 2010). Some studies in repair focus on the syntactical and grammatical structure with reference to repair like conducted by Schegloff 1979 and two studies by Sparks (1994) and Hayashi (1994), and important study is conducted by Fox, Hayashi, Jasperson (1996) which focuses on the syntactic structure and repair. Some other studies in this respect are conducted by Fincke (1999) and Wouk (2005). Some researchers have also focused on the comparison of repair phenomenon in different languages these type of cross linguistic studies focused on the self-repair particularly in different languages like the studies of Hayashi (1994), Fox et al. (1996) Fox and Wouk (2003). Some of the studies are also conducted in psycholinguistic and computational linguistics which focus on self-repair with reference to these disciplines.

Material and Methods

Theoretical Framework

According to Zsuzsanna Németh (2012) the speakers are interested in self-repair to fulfill their interactional aims and for self-repair they are given time in case they do recycling, restating or replacing the item. This concept explains the self-repair process with respect to the role of the speakers and other participants. Speakers in using the strategies for self-repair and other to facilitate the process. This concept is taken as the theoretical basis of the present study.

Data Collection

Data was collected from New Headway Advance CD 3 which is an audio recording of an interview of a painter Joseph Dudley Downing (1925 to 2007) who talks about his life experiences and his being a painter.

Sampling Technique

The researcher has used purposive sampling technique for the study and data is selected by keeping in mind the restrictions and demands of the study including the time, space and scope of the study.

Procedure

The study is quantitative in nature but it also discusses the analysis of data in the verbal form. Data for the study consists an interview with a famous painter Joseph Dudley Downing. The interview is a part of the New Headway Advance series CD 3. The researcher after selection of the data categorized it in two parts. First part is related to the early life of Downing while in second part he discussed his painting career. The researcher studied the instances of STSR in the interview with special focus on recycling, replacement and restating strategies of STSR. After listening to the data for many time it is put in the written form and transcribed for the analysis. Due to the nature of the study the detailed transcription was not done because it was not required. The researcher only focused on the instances of STSR strategies and transcribed where it was necessary. After doing it all data was analyzed in quantitative manner and qualitative method was also used where required.

Results and Discussion

In the first part of the interview Downing talks about his childhood and early life in horse cave Kentucky. He talks about Second World War and his movement to France.

Part one

In this part he is recalling his childhood and early youth memories. Here his tone is speculating and his manner is lively as well. In many point he stops and restart the utterance either with the same word repeated or changed word or just continues the conversation.

Replacement

- *I had no knowledge of art until I was twenty-two....er.....twenty-three years old.*

In this utterance the speaker has replaced the word twenty-two with twenty-three. He after saying the first realized that it is not correct pauses a little and after a filler which may be a help to get time for memorization came out with the correct form that is twenty-three. He replaces word is a compound count noun.

Recycling

- *No...no not by any means.*

In this instance the speaker recycles or repeats the word know to repair his utterance which is troubled by a break which came after the first *no...* here the recycled item is an empty word that is “no”.

Restating

In the following instances the speaker restates the trouble items after a pause. He neither replaced nor recycled but just continued after a break which cause trouble in the utterance.

- *I grew up iner...very rural area, in Kentucky, a village of only a thousand people.*

It speaker due to memory problem or being unable to know what to say took a break and then continued. The start of the utterance after the break is with an adjective.

- *No good paintings, no bad paintings...er...just no paintings.*

Here he describes his village where there was no presence of painting by any means. The break and restarting of the utterance is smooth and just is the first word which came after repair.

- *We slept under the most beautiful quilts, made by my mother and aunts and...er...cousins... er.*

Here he was adding the details about the quilts he used to have for sleeping and was unable to recall cousins at one and he practiced STSR and after a filler was able to continue the utterance. He wanted to say some other thing which also had a trouble but was interpreted by the interviewer and his turn was interrupted.

- *They were veined like marble,...er...blue, pale, purple, you know very very beautiful...*

He was explaining the beans which grew in his village and while reminding the colours he stopped but recovered the turn by naming the colours.

- *...the Second World War and ...er...I landed in France...er...had my nineteenth birthday at France, in Normandy, then we were sent to the front and I was engaged in the last year of the war in Germany and of course war...(cough)...that really changes you.*

There are two examples of breaks here in the above utterance. He was telling about the war and his visit to France but had trouble but he recovered it and repaired the utterance. In the last instance he coughed with broke the utterance but he recovered it after the pause of seconds.

- *..and there ...er...I was twenty-three-and having never seen a painting in my life.*

Part two

Replacement

- *No, no...er...oh no...I went back to France*

Here no is replaced by oh and then repeated so replacement and repetition both occurred at a time.

Recycling

- *Oh, no, no in the beginning I didn't...er...er...I didn't want to be an abstract painter but you must follow your bent or you are in trouble.*

Here is an example of recycling the speaker repeated "I didn't" with two fillers in between. He took a long pause which had two fillers.

- *It was pale green and the...the flour made little valleys and mountains.*

The article "the" is repeated or recycled to execute the self-repair process. There is a small pause and then repetition occurred.

Restating

In the following utterances the speaker restated the utterance with a pause and filler to self-repair the trouble unit. Only in the one utterance filler is missing that is the second last. There is a slight feeling of pause but it is long than the normal speech of the speaker therefore it is considered as a trouble unit which is repaired by the speaker.

- *You must forever follow where the painting leads you ...er...more than you lead the painting.*
- *But...em...in the beginning I did...em...landscapes and still life*
- *I did collages obsessively for four or five years and I think they became the foundation...er...for my whole painting life.*
- *You must do what your nature tells you to otherwise and...er...I 've been enormously fortunate.*
- *I was having dinner with friends and...er...an Italian friend from Milan*
- *And...it was very beautiful coming out of machine*
- *And...er...the next day the phone rang and it was my friend and she was crying.*

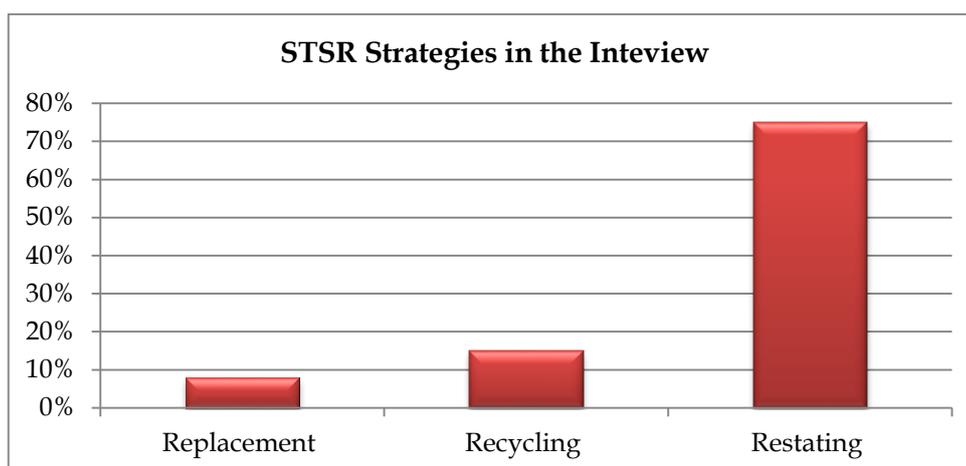


Figure 1 STSR strategies used in the interview

The above figure shows the frequency of the replacement, recycling and restating in the interview. It shows that restating was used most frequently that is near 80% of the three strategies. Recycling as shown by the figure is used only 15% of all the three strategies while the least used STSR strategy used in the interview is replacement which

is under 10%. This indicates that replacement and recycling are there in repair process but they were occasional while restating was common and frequent.

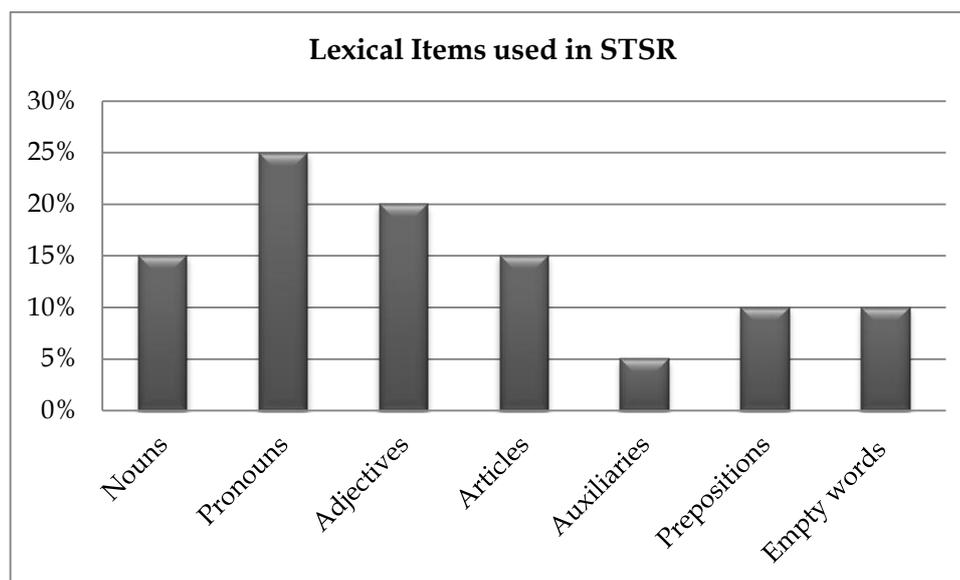


Figure 2 Lexical items used to initiate self-repair

Figure 2 shows the lexical items used in STSR in the interview along with the frequency of their use. The pronouns were most frequently used while auxiliaries are the least frequent lexical items used by the interviewee.

Discussion

The above description shows that the speakers repair their utterances when they find some problem. Whenever there is a trouble they stop for a moment and then manage to recover and repair the trouble item. They use fillers when they pause due to trouble in the utterance to fill the gap and indicate that they are still taking the turn. The pause is usually short and if it gets long the speaker may use another filler to fill it. Most of the time the pause is less than 2 seconds. It hardly goes beyond the limit of 2 seconds. Most of the time it stops at 1.5 second time and in this time too is occupied by the fillers and coughs etc. The fillers help the interviewer to understand that it was Dudley's turn and she remained quiet. At one instance only she interrupted the repair in the middle in the first part of the interview otherwise it went smoothly. In this instance she was not intended to so the repair and change self-repair to the other-repair but she simply overlapped. In this way she helped Dudley in performing STSR and never interrupted Dudley for repairing his speech. The strategies are used in different types on environments where the different lexical items are present. The present study talks about seven categories of lexical items which were found in the STSR in the interview. The most frequent is pronoun which came most of the time after the trouble unit. It shows that the speaker most of the time initiate the repair with pronouns or in other words he usually faces problems in TCU where pronoun is required. The other lexical items which are common in the process of repair are adjectives, nouns and articles.

The strategies used for self-repair are all related to the same turn self-repair. Firstly the speaker was talking after the break as well which shows it was his turn secondly his utterance in any instance above was not completed but it was mostly in the middle and in a few cases initially. The speaker did not seek help from the interviewer

Main strategies used in this interview for STSR are replacement, recycling and restating. The strategies are helpful for Dudley to recover his speech without turning absurd or going beyond the level of understanding of the interviewer.

Conclusion

The study concluded that the speakers use different strategies for STSR including replacement, recycling and restating. The process of STSR is facilitated by other participants of the conversation. In the process of replacement recycling and restating when repair is initiated different lexical items may occur in that position. In the present study pronouns were the most common words to occur and adjectives were also leaving the pronouns most occurring STSR initiating items. The interview is an account of real life situations and events. The study is an example of the qualitative and quantitative model of analysis.

Recommendations

The study recommends that the future researchers can explore the other repair strategies used by the speakers while having their interviews and the factors affecting their decision of choosing or skipping one or the other strategy. The present study was focused on the analysis of the speech repair done in an interview. The studies can be conducted to investigate the other genres of conversation where speech repairs are used and factors that affect their use. There can be some other ways to keep the turn and recover the information for the speakers which can prove to be areas of study for future researchers.

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